R4800-2

FALLING BEHIND

A report by the Children's Defense Fund contends that the gap between black and white children's well-being is widening, and a study by an association of colleges finds that the number of minority students receiving financial aid is declining.

See Page 6.

MOVING FORWARD

Hoping to form a coalition of leading universities to train at least 10 percent of the nation's teachers as a corps of career professionals, 24 education-school deans have adopted reforms they say will "result in sweeping changes" in teacher training.

See Page 5.

AT THE READY

Saying it will prepare New York to meet the challenges of the future, the Board of Regents has approved a far-reaching strategy—one of the most comprehensive in the nation—to integrate technology into schools, libraries, and museums.

See Page 8.

EDUCATION WEEK

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The Remediation Issue

'Excellence' Tactics Single Out Weakest, but Offer Little Aid

By Lynn Olson

PHILADELPHIA—The William F. Dick elementary school lies in the heart of one of this city's poorest neighborhoods. Almost 99 percent of the school's 574 students are black. Most live in the subsidized-housing projects that surround the school, are on welfare, and come from single-parent homes.

Last fall, the vast majority of the school's 3rd- and 5th-grade students failed to pass the cutoff scores on Pennsylvania's new statewide test, called TELLS or Testing for Essential Learning and Literacy Skills, and thus qualified for state assistance.

To help such students, the state provided about $38 per child—or $76 if the child failed both the reading and mathematics portions of the test. Because the city reserved some of those funds for a summer-school program, the William F. Dick school received only $20 per child to provide remediation during the latter half of the school year, even if the child failed in both subjects.

For the Dick school's officials, as for others across the nation, test scores symbolize the new pressure to attain "excellence" in education.

Since the push for excellence began, nearly 40 states and many cities have created new tests or made existing tests harder in order to raise standards.

CHANGING COURSE
An occasional series on the effects of the reform movement

In some instances, the tests help determine whether students will graduate from high school, move on to the next grade, or receive remedial education to rectify academic problems. In others, the tests merely identify those who pass and those who fail, and provide a rough measure of comparison among schools, districts, and states.

The increased emphasis on statewide testing is dividing pupils into winners

Continued on Page 20

Alabama Moment-of-Silence Law Is Invalidated by Supreme Court

Prayer Advocates Prepared For Battle in Congress

By Tom Mirga

WASHINGTON—The U. S. Supreme Court's decision last week invalidating Alabama's moment-of-silence law has rekindled the vitriolic debate in the Congress over a proposed Constitutional amendment to permit organized prayer in public schools.

Senator Orrin G. Hatch, Republican of Utah, said he will hold hearings in his Senate Judiciary subcommittee as early as this week on an amendment to allow some form of prayer in public schools.

NEWS ANALYSIS

More ardent supporters of school prayer, meanwhile, said they would press for a quick vote on the Senate floor on legislation that would strip the Supreme Court and lower federal courts of jurisdiction in school-prayer cases.

Although the White House had no com-

Continued on Page 11

Majority Suggests Support For Laws in Other States

By Tom Mirga

WASHINGTON—The U. S. Supreme Court, acting on one of the most controversial cases presented to it in recent years, last week struck down an Alabama law that permitted a daily one-minute period of silence for prayer or meditation in the state's public schools.

The Justices strongly suggested, however, that they might approve a number of similar laws that have been enacted in half of the states in the nation, provided that the laws were not intended to endorse prayer as a preferred activity. Such a determination, the Court's majority indicated, would hinge on reviews of the statutes' legislative histories and the intentions of their sponsors.

See page 13 for the text of the Court's decision.

The Court's ruling in *Wallace* v. *Jaffree* (Case No. 83-812) and *Smith* v. *Jaffree* (No. 83-929) was its first on the subject of moment-of-silence laws, which have been enacted in Alabama and 24 other states in response to the Court's landmark decision in 1962 prohibiting organized, spoken prayer in public schools. The Alabama law was declared unconstitutional by a federal appeals

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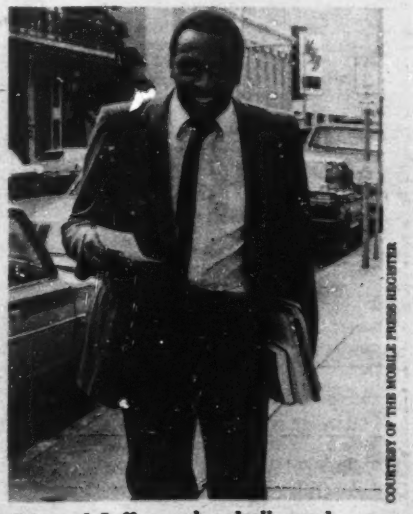

COURTESY OF THE MOBILE PRESS REGISTER

Ishmael Jaffree, who challenged the Alabama law's constitutionality.

E.P.A. To Disburse $45 Million To Aid Asbestos Removal

By Linda Chion-Kenney

WASHINGTON—Some $45 million in federal aid will be distributed to 199 school districts to help pay for asbestos abatement in 341 of the 4,800 schools that requested assistance, the Environmental Protection Agency announced last week.

Agency officials mailed letters to the grant and loan recipients last Thursday. Under the aid program, which was created by the Asbestos School Hazard Abatement Act of 1984, aid was to be given to schools with the most serious hazards and the greatest financial need.

According to Susan F. Vogt, director of the E.P.A.'s Asbestos Action Program, agency officials worked seven days a week for a month to process the 1,100 applications for aid, which represented 4,800 schools and 8,300 proposed asbestos-cleanup projects

Continued on Page 12

Hanging Death of 12-Year-Old Raises Questions

Is School Speaker's Talk Dangerous? Suicide-Prevention Workers Think So

By Alina Tugend

The suicide death of a 12-year-old Ohio boy following a traveling evangelist's anti-drug and anti-suicide presentation at his school has raised questions about the validity of the speaker's program, which includes a tape recording of an actual suicide.

In Wooster, Ohio, and a handful of other communities across the nation where the Kansas-based speaker has appeared at schools recently, teachers and mental-health officials say the dramatic one-man presentation has upset many students unnecessarily and prompted a surge in calls to suicide-prevention hotlines.

And some argue that his religious orientation makes him an unsuitable speaker for public-school audiences.

The evangelist at the center of the controversy, Jerry Johnston, is one of a number of prominent preachers who have made youth issues their forte. Such speakers are known mainly in Southern Baptist circles and in the schools where they have spoken, receiving modest but generally favorable press attention.

But Mr. Johnston's techniques came into question in April when Dana Golub, a 12-year-old Wooster student, heard the evangelist's program at his junior high school,

Continued on Page 19

Publication Schedule

With next week's issue, dated June 19, *Education Week* suspends publication for part of the summer. The regular publication schedule will resume with the Aug. 21 issue, which will include a special pull-out review of the summer's news.

IN SUMMARY

One Cost of Reform
Largely because of increased academic requirements, more than 60 percent of vocational-education students have less time for their courses, according to a new survey. **Story on Page 6.**

One Unusual Solution
New York City has established an academic program for homosexual students who have become chronic truants and dropouts because of harassment in regular schools. **Story on Page 7.**

A New Formula
New Hampshire has adopted a new foundation-aid program that distributes funds to schools more equitably and that may bring to an end a longstanding school-finance suit. **Story on Page 8.**

The 'Press of Business'
At his confirmation hearing, Gary L. Bauer, undersecretary-designate of education, told senators that plans to reorganize the department will be delayed until late this year. **Story on Page 10.**

Choosing Choice
Secretary of Education William J. Bennett plans to spend about $2.3-million, most of his discretionary funds, on activities that promote parental choice, character, and content. **Story on Page 10.**

Awarding Fees
A bill to allow parents to receive legal fees in special-education cases brought under P.L. 94-142 moved forward last week with unanimous approval by a Senate committee. **Story on Page 10.**

Dunning Delinquents
New rules published by the Office of Management and Budget are expected to help the government collect many millions in delinquent student loans. **Story on Page 11.**

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Education Week
Post Office Box 1939
Marion, Ohio 43305

EDITOR
Ronald A. Wolk

EXECUTIVE EDITOR
Martha K. Matake

ASSOCIATE EDITOR
M. Sandra Reeves

ASSISTANT EDITORS
Anne Bridgman, Cindy Currence, Tom Mirga, Lynn Olson

STAFF WRITERS
Linda Chion-Kenney, Nicholas Hentoff, James Hertling, Susan Hooper, Sheppard Ranbom, Blake Rodman, J.R. Sirkin, Alina Tugend

MIDWESTERN BUREAU
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Cleveland, Ohio

COMMENTARY EDITOR
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EVENTS EDITOR & COPY EDITOR
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Leslie K. Hubbard
Suite 775
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202/466-5190

ADVERTISING SALES REPRESENTATIVE
West Coast, Oklahoma, and Texas
Joe Shaw
1507 Bonnie Doone Terrace
Corona del Mar, Calif. 92625
714/640-5689
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THE WEEK

FEDERAL

E.D. Reports Abuses In Contracts, Grants

The Education Department's inspector general last week announced that his office questioned, or recommended for recovery, $45.7 million in federal expenditures during the six-month period ending March 31.

Actions by the inspector's office—an independent watchdog agency that investigates charges of waste, fraud, and abuse within the department—resulted in 91 criminal indictments and 61 convictions, said the inspector general, James B. Thomas Jr., in his report to the Congress.

The office's 10th semi-annual report disclosed that the department had asked grantees and contractors to return over $24.6 million in unsupported or inappropriate costs. The inspector general's report does not include the results of internal department investigations but audits and investigations into grants and contracts. Many of the reported abuses focused on student financial-aid programs.

In the largest reported abuse in elementary and secondary education, the inspector recommended that a state return $18.4 million in vocational-education funds. The state—unnamed, as are all the principals in the report—improperly charged unused money to previous years' accounts to avoid having to return it to the government.

NATIONAL

Fewer States Report Measles, But Cases Up by 69 Percent

While the number of states reporting cases of measles decreased in 1984, the total number of measles cases increased 69 percent, according to the national Centers for Disease Control.

The number of states reporting cases of measles fell from 38 in 1983 to 35 last year, but the provisional number of measles cases rose to 2,534 in 1984, up from 1,497 cases in 1983.

The C.D.C. releases the figures in the May 31 edition of its *Morbidity and Mortality Weekly Report.*

The report noted that the number of cases recorded in 1984 is small, especially compared with the 525,000 cases reported annually during the prevaccine era of the 1950's and early 1960's.

Of the 2,543 measles patients last year, 1,184 had been vaccinated, which is to be expected, C.D.C. officials said, because the vaccine is about 90 percent effective. But 874, or 34 percent, of the cases were classified as "preventable." A case is considered preventable if the illness occurs in an individual between 16 months and 29 years old who does not have immunity or a valid reason not to be immunized.

School-age children still constitute "the majority of preventable cases, and further efforts need to be directed at ensuring that all children covered by state school-immunization laws are adequately vaccinated," the report said.

STATES

Illinois Reform Costs Are Underestimated, Chicago Panel Says

A study of the costs of implementing school reform in Illinois indicates that improvements proposed by state leaders, reform commissions, and legislators will actually cost many times more than the amount anticipated.

In the report, the Chicago Panel on Public School Finances analyzed 18 initiatives proposed by several different reform groups. The panel, which represents 17 civic organizations concerned with public-education issues, warned that "unless more realistic cost estimates are taken into account and reform programs are adequately funded, Illinois's education reform may in fact endanger and undermine" the quality of education in the state.

The panel said that proposals of the Illinois Commission on the Improvement of Elementary and Secondary Education, which call for student testing, remediation, and early-childhood-education programs, are estimated at $544 million but would actually cost the state about $1.56 billion.

Gov. James R. Thompson's proposals, estimated to cost $136 million, would cost the state $393.5 million, according to the panel, which said it based its figures on comparative costs in other states and the cost of "adequate implementation."

But Ross A. Hodel, an assistant to Governor Thompson, said the panel's projections were "high" and "misinterpret what was put into the Governor's program."

Missouri Reform Bill Signed by Governor

Gov. John Ashcroft of Missouri has signed into law the state's "Excellence in Education Act," a comprehensive school-reform plan that will cost the state about $125 million over three years.

Under its provisions, the state will introduce a career-ladder plan, higher minimum salaries for teachers, and financial incentives for school districts to make improvements at the building level.

"This bill represents one of the finest achievements of the Missouri legislature," Governor Ashcroft told legislators, educators, and spectators who gathered at a ceremony in the Capitol late last month.

The act is expected to cost the state $2.6 million in fiscal 1986, $49.6 million in 1987, and $72.5 million for full implementation in fiscal 1988.

But to get around an amendment to the law that requires the state to add $3 in funding for the state's foundation formula for every dollar increase in funding for school reform, the Governor and legislature have agreed to "forward fund" the reform program by about $23-million next year, in addition to the $2.6 million that will actually be needed, according to Tom L. Duncan, the Governor's assistant for education and policy management.

He said the funding will be in addition to the state's foundation-formula increase for fiscal 1986, which has been set by a legislative conference committee at $102.5 million over the current $765 million. The Governor is seeking a foundation-formula increase of $50 million, Mr. Duncan said.

DISTRICTS

New York Grand Jury Calls for Changes In Handling of Abuse

After a six-month investigation, a special grand jury has called for major improvements in New York City's handling of child-abuse cases.

The grand jury, convened at the request of Bronx County District Attorney Mario Merola, issued 38 recommendations for preventing child abuse and neglect and for treating its victims. It also suggested changes in the way such cases are reported, investigated, and prosecuted.

More than 134,000 children in the state were abused or neglected last year, 56,000 of them in New York City, noted the grand jury's 77-page report titled "The New York City Experience With Child Abuse: A Lesson for the Nation." Among its recommendations:

- State hotline operators must be better trained to interview callers in emergency situations, and the hot-

U.S. Releases $45 Million for Asbestos Cleanup

Continued from Page 1

totaling $530 million.

Ohio, with $8.25 million, received the most aid, followed by Texas, $5.13 million; Pennsylvania, $4.04 million; Louisiana, $2.29 million; and New Jersey, $2.21 million. *(See list of recipients below.)*

Proposed projects, Ms. Vogt said, were grouped under six hazard-priority categories; only those in the first three categories were eligible for aid.

According to Ms. Vogt, projects in the highest hazard category totaled $100 million, in the second hazard category $187 million, and in the third hazard category $96 million. That, she noted, was before agency officials analyzed the requests for aid.

The bulk of the aid, she added, was earmarked to cover projects in the first hazard category, although projects in the second and third categories were funded to meet mandated state mininums. About $8 million was earmarked to reimburse schools for projects that had already been undertaken and completed by Jan. 1, 1984.

Under the law, at least $250,000 had to be awarded to each state or entity with qualified applicants. Forty-nine of the 54 states and territories that bid on the money—including the District of Columbia, and the Bureau of Indian Affairs—were funded, Ms. Vogt said.

Virginia did not request aid and New Mexico and Utah were the only two states found not to have qualified applicants, she said.

Aid recipients in the poorest 25 percent of communities nationally will receive 100 percent of their requests, Ms. Vogt said. But the others, she added, will receive only part of the costs under a financial-need formula based on the district's per-capita income, the number of people in the district, and the projected cost of the abatement project.

No Request for Funds

Last August, the Congress appropriated the first $50-million of a $600-million, seven-year federal asbestos cleanup plan created by the Asbestos School Hazard Abatement Act of 1984. The E.P.A., which is charged with dispersing the aid to private and public schools in grants and no-interest loans repayable over 20 years, retained $5 million for administrative costs.

Although only 7.1 percent of the schools that requested aid received grant or loan assistance, the E.P.A. has not asked the Congress to fund the aid program beyond the first appropriation, Ms. Vogt said.

At the time the 1985 and 1986 budget requests had to be made, she said, the agency had not yet analyzed the requests for aid and did not know the scope of the need. The agency, she added, also did not want to give school officials an "incentive" to delay necessary asbestos-abatement projects by waiting for expected federal aid.

That view was echoed by John A. Moore, E.P.A.'s assistant administrator for pesticides and toxic substances, in a prepared statement last week announcing the first award recipients.

"These grants will help our country's neediest schools eliminate a potentially serious threat to the health of students," he said. "I urge those schools that have not received grants or loans but that have severe asbestos problems to deal with them right away and not delay abatement projects in anticipation of future federal funding."

Nevertheless, some government and industry officials predict that asbestos-abatement work in schools throughout the country is in jeopardy because insurance companies are refusing to underwrite the activities of those involved in the work—including contractors, architects, consultants, and laboratory technicians. *(See Education Week, May 22, 1985).*

Roundtable Discussion

To address those concerns, the E.P.A. recently held a special roundtable discussion for contractors and insurance representatives. The meeting was closed to the press.

In an interview last week, Ms. Vogt said she was heartened to learn that some insurance is available, and more could be forthcoming.

But others pointed out that the Great American Surplus Lines Insurance Co. appears to be the only insurance carrier offering general-liability insurance for asbestos contractors. Officials of other companies say they will review the matter on a "case-by-case basis."

"I checked with 36 insurance companies and they all said 'no,' " said Henry W. Nozko Jr., executive vice president of the ACMAT Corporation of Hartford, Conn., which specializes in asbestos-abatement work.

Mr. Nozko said his company, an insurance company, and a diversified financial institution will announce within the next two weeks their plans to launch a new insurance company for asbestos contractors.

Contractor Certification

Others who attended the roundtable discussion said in interviews last week that while private-sector initiatives will do much to solve the problem, legislation is needed to limit the liability of contractors who meet specified standards for work practices and worker-protection, and to limit the amount of awards granted by the courts in asbestos-related lawsuits.

The E.P.A., Ms. Vogt noted, is stepping up its technical-assistance efforts to encourage states to adopt contractor-certification and worker-licensing requirements. Only four states—Maryland, New Jersey, Oklahoma, and Alabama—reportedly have such programs, although 14 others are said to be moving in that direction.

In addition, Ms. Vogt noted, aid recipients will have to document that the contractors they hire have been trained, have extensive experience in asbestos-abatement work, have revealed any notices of violations or involvement in legal proceedings, have explained any job terminations, and have instructed their workers in the proper uses of air respirators.

Districts Receiving Asbestos-Abatement Funds

Alabama: $260,310
City Board of Education of Birmingham: $49,809.60 in loans.
Montgomery County Board of Education, Montgomery: $25,250 in loans.
Selma Public Schools: $75,886 in grants; $75,886 in loans.
Alabama Institute for Deaf and Blind, Talladega: $33,479 in loans.

Alaska: $750,000
Kodiak Island Boro, Kodiak: $375,000 in grants; $375,000 in loans.

Arizona: $102,492
Sunnyside Unified School District # 12, Tucson: $51,246.37 in grants; $51,246.37 in loans.

Arkansas: $293,302
Arkadelphia School District #1: $8,920 in grants; $8,920 in loans.
Special School District of Fort Smith: $5,677.18 in grants; $48,222.82 in loans.
Paris School District #7: $4,796.25 in grants; $4,796.25 in loans.
Walnut Ridge Public Schools: $103,218.16 in grants; $108,751.84 in loans.

Bureau of Indian Affairs: $233,925
Aberdeen Area, Belcourt: $113,200 in grants.
Eagle Butte High School: $3,425 in grants.
Flandreau Indian School: $31,210 in grants.
Crow Creek Reservation High School, Stephan: $59,550.
Marty Indian School: $10,650 in grants.
Bullhead Day School: $2,950 in grants.
Sicangu Oyate Ho, Inc., St. Francis: $8,365 in grants.
Swift Bird Day School, Eagle Butte: $1,500 in grants.
Pierre Indian Learning Center: $3,075 in grants.

California: $261,683
Bassett Unified School District, La Puente: $2,330.93 in grants; $3,669.07 in loans.
Brea-Olinda Unified School District, Brea: $36,943 in loans.
Central Unified School District, Fresno: $57,000 in loans.
Elk Grove Unified School District: $24,000 in loans.
Oakdale Union Elementary School District: $51,991 in loans.
Rim of the World Unified School District, Lake Arrowhead: $65,264 in loans.
Cupertino Union School District: $20,495 in loans.

Connecticut: $472,400
Hartford Public Schools: $226,200 in grants; $226,200 in loans.
Newtown Board of Education: $20,000 in loans.

Colorado: $701,703
Adams-Arapahoe Joint School District 28J, Aurora: $350,851 in grants; $350,851 in loans.

Delaware: $263,200
Appoquinimink School, Odessa: $28,250 in grants; $28,250 in loans.
Ceasar Rodney School District, Camden: $7,936.32 in grants; $11,713.68 in loans.
Capitol School, Dover: $29,050 in loans.
Lake Forest School District, Harrington: $31,020 in grants; $31,020 in loans.
Seaford School District: $30,000 in loans.
Holy Spirit School, New Castle: $11,650 in grants; $11,650 in loans.
St. John The Beloved, Wilmington: $8,830 in grants; $8,830 in loans.
St. Mary Magdalene School, Wilmington: $12,500 in grants; $12,500 in loans.

District of Columbia: $284,000
District of Columbia Public Schools: $284,000 in loans.

Florida: $54,496
School Board of Manatee County, Bradenton: $53,461.70 in loans.
School District of Taylor County, Perry: $517.50 in grants; $517.50 in loans.

Georgia: $553,090
Richmond County of Board of Education, Augusta: $122,707.15 in grants; $329,292.85 in loans.
Diocese of Savannah: $101,090.80 in loans.

Idaho: $305,535
Blackfoot School District #55: $18,199.50 in grants; $18,199.50 in loans.
Caldwell School District #132: $6,412 on loans.
Joint School District #151, Burley: $14,819.50 in grants; $14,819.50 in loans.
Bonneville Joint School District #93, Idaho Falls: $145.84 in grants; $474.16 in loans.
Independent School District #1, Lewiston: $18,660.55 in grants; $156,539.45 in loans.
Moscow School District #281: $822.10 in grants; $40,553.90 in loans.
Post Falls School District #273: $15,889.30 in loans.

Illinois: $1,261,786
Township High School District #211, Palatine: $240,002 in grants; $759,998 in loans.
Venice Community Unit School District #3: $76,375 in grants; $76,375 in loans.
Yorkville Community Unit 115: $109,036 in loans.

Indiana: $366,193
Diocese of Fort Wayne-South Bend: $366,193.44 in loans.

Iowa: $470,135
Charles City Community Schools: $68,242.78 in grants; $169,072.22 in loans.
Des Moines Independent Community School: $99,980.35 in loans.
Kanawha Community School District: $7,448.75 in grants; $7,448.75 in loans.
New Hampton Community School District: $19,000 in grants; $19,000 in loans.
South Winneshiek Community School, Calmar: $55,118.88 in grants; $44,824.12 in loans.

Kansas: $220,196
Unified School District #204, Bonner Springs: $52,621 in loans.
USD, #352, Goodland Kansas: $40,725 in loans.
Unified School District #233, Olathe: $117,009.64 in loans.
St. John's Church, Beloit: $9,841 in loans.

Kentucky: $1,505,150
Clay County Public Schools, Manchester: $49,361.96 in grants; $49,361.95 in loans.
Daviess County Board of Education, Owensboro: $28,883.56 in grants; $79,517.44 in loans.
Harlan Co. Board of Education: $138,577 in loans.
Jefferson County Public Schools, Louisville: $20,310.70 in grants; $717,857.30 in loans.
Jessamine County Board of Education, Nicholasville: $110,406.93 in grants; $188,822.35 in loans.
Laurel County School Division, London: $58,570 in grants; $58,570 in loans.
Villa Madonna Academy, Covington: $84,911 in loans.

Louisiana: $2,294,573
Bossier Parish School Board, Benton: $510,359.91 in grants; $618,233.09 in loans.
New Orleans Public Schools: $320,164.11 in grants; $845,815.89 in loans.

Maine: $158,160
Brunswick School Department: $640.04 in grants; $47,335.96 in loans.
M.S.A.D. #16, Hallowell: $42,587 in grants; 67,597 in loans.

Maryland: $1,549,252
Baltimore City Schools: $137,646 in loans.
Grace & St. Peter's Day School, Baltimore: $12,700 in loans.
Harford County Public Schools, Bel Air: $1,383,906 in loans.
Talmudical Academy of Baltimore: $15,000 in loans.

Massachusetts: $405,840
City of Lynn School Department: Lynn: $33,000 in loans.
Mohawk Trail Reg. School District, Shelburne Falls: $65,000 in grants; $65,000 in loans.
Roman Catholic Diocese of Springfield: $121,420 in grants; $121,420 in loans.

Michigan: $816,325
Davison Community Schools: $295,384.52 in grants; $384,615.48 in loans.
Millington Community Schools: $3,888.95 in grants; $9,052.05 in loans.
Oak Park School District: $61,692 in grants; $61,692 in loans.

Minnesota: $617,040
Lamberton Public School: $95,000 in grants; $95,000 in loans.
Special School District Number 1, Minneapolis: $427,040 in loans.

Mississippi: $403,211
Natchez Special Municipal Sep. School District: $117,605.50 in grants; $117,605.50 in loans.
Noxubee County School District, Macon; $84,000 in grants; $84,000 in loans.

Missouri: $590,600
North St. Francois County R-1 School District, Bonne Terre: $14,779.40 in grants; $20,008.60 in loans.
Hayti R-2 School District: $38,522.50 in grants; $38,522.50 in loans.
King City R-1 School District: $149,800 in grants; $149,800 in loans.
Moberly Public School District #81: $27,569.08 in grants; $151,887.92 in loans.

Montana: $395,400
Anaconda School District No. 10: $163,132.96 in grants; $232,267.05 in loans.

Nebraska: $301,534
Chadron City Schools:$11,661.96 in grants; $38,992.01 in loans.
Stanton Community Schools: $27,767.45 in grants; $27,767.46 in loans.
Archbishop Bergan Junior/Senior Catholic High School, Fremont: $31,752 in loans.
St. Pius X/St. Leo School, Omaha: $17,110.83 in grants; $87,189.17 in loans.
St. John Lutheran School, Seward: $24,993 in loans.
Brownell-Talbot School, Omaha: $34,371 in loans.

Nevada: $1,563,293
Clark County School District, Las Vegas: $388,667.26 in grants; $1,054,625.74 in loans.
Lincoln County School District, Panaca: $57,883.32 in grants; $62,116.68 in loans.

New Hampshire: $290,622
Kearsarge Regional School District: $16,738.14 in loans.
Newport School District: $2,077.50 in grants; $2,077.50 in loans.
Sunapee School District: $280 in loans.
Crotched Mountain Rehabilitation Center, Greenfield: $278,449 in loans.

New Jersey: $2,205,793
Camden Board of Education: $138,325 in grants: $138,325 in loans.
Board of Education of Clifton: $21,483.97 in grants; $227,515.03 in loans.
Collingswood Board of Education: $21,507.03 in grants; $26,492.97 in loans.
Fair Lawn Public Schools: $124,259.12 in grants; $388,468.88 in loans.
Flemington-Raritan Board of Education: $256,686.47 in loans.
Hanover Park Regional High Sch. Dist.: $13,295.93 in grants; $110,162.07 in loans.
Newark Board of Education: $36,370 in grants; $36,370 in loans.
Paramus Board of Education: $8,539 in grants; $8,539 in loans.
Paterson Board of Education: $309,500 in grants; $309,500 in loans.
Roselle Park Board of Education: $5,630.24 in grants; $24,821.76 in loans.

New York: $1,476,074
Fredonia Central School District: $85,780.92 in grants; $146,998.08 in loans.
Limestone Union Free School District: $6,250 in grants; $6,250 in loans.
Nanuet Union Free School District: $281,235.78 in grants; $549,174.22 in loans.
Sacred Heart Church, Bronx: $125,157.50 in grants; $125,157.50 in loans.
Our Lady of Grace Church, New York: $23,490.05 in grants; $82,579.95 in loans.
St. Philip & James, New York: $19,358.72 in grants; $24,641.28 in loans.

North Carolina: $1,350,000
Burlington City Schools: $577,249.20 in grants; $772,750.80 in loans.

North Dakota: $300,774
Central Cass Public School District #17, Casselton: $10,056.99 in grants; $36,867.01 in loans.
Dakota Public School #3, Hunter: $11,016.98 in grants; $28,494.07 in loans.
Elgin Public School: $6,000 in grants; $6,000 in loans.
Milnor Public School District #3: $2,146.82 in grants; $2,853.18 in loans.
Oakes Public School District: $39,500 in grants; $39,500 in loans.
Valley City Public School District #2: $18,339.05 in loans.
Walhalla Public School: $50,000 in grants; $50,000 in loans.

Northern Marianas: $39,788
Commonwealth of the Northern Marianas, Saipan: $39,788 in loans.

Ohio: $8,251,716
Ashtabula Area City Schools: $17,310.46 in grants; $45,160.54 in loans.
Brunswick City School District: $118,165.85 in grants; $275,564.15 in loans.
Cleveland City School District: $166,535.72 in grants; $196,660.68 in loans.
Cleveland Heights-University Heights School District, University Heights.: $31,933 in loans.
Fairborn City School District: $39,364 in loans.
Nelsonville-York City Schools: $360,000 in grants; $360,000 in loans.
Niles City Schools: $24,613.02 in grants; $42,806.98 in loans.
Sylvania City School District: $3,824.91 in grants; $213,512.09 in loans.
Warren City Schools: $239,531.04 in grants; $383,468.96 in loans.
Youngstown City School District: $60,652.05 in grants; $85,347.95 in loans.
Vanlue Local School: $17,744.14 in grants; $24,655.86 in loans.
Washington Local Schools, Toledo: $193,605.34 in grants; $356,442.66 in loans.
Jefferson Local School District, West Jefferson: $74,605.29 in grants; $148,826.71 in loans.
West Muskingom Schools, Zanesville: $15,000 in loans.
Madison Board of Education, Mansfield: $112,331.96 in grants; $169,278.02 in loans.
Copley-Fairlawn City School, Copley: $10,400 in loans.
Howland Local Schools, Warren: $610,647.23 in grants; $883,952.77 in loans.
Fairbanks Local School District, Milford Center: $113,528.95 in grants; $168,527.05 in loans.
Diocese of Cleveland: $585,904.89 in grants; $1,914,382.69 in loans.
Sts. Peter and Paul School, Warren: $56,116.79 in grants; $81,970.28 in loans.
Labrae Local Schools, Leavittsburg: $24,672 in grants; $24,672 in loans.

Oklahoma: $507,536
Enid Public Schools: $67,719.31 in grants;

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Testing, but Few Cues on Pupil Aid

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said, has given states little guidance on such issues.

Robert Pressman, senior staff attorney for the Center for Law and Education in Cambridge, Mass., said that where some form of prior discrimination had occurred, states would have an obligation to provide remediation to students failing state tests. "It's also possible," he said, "that if remediation would tend to help all or almost all the students pass, and not doing that creates a racial or ethnic disproportion in terms of who doesn't pass, then states might be required to provide remediation."

Not Preventive

One thing is clear—tying remediation to test results definitely "increases the power of the tests," said Mr. Hodgkinson.

"Most of the remediation efforts that I've looked at," he added, "are immediately following the tests, but you could make a very good argument that in the year before the test you could easily spot those students who are likely to fail without some assistance. If you could get them to pass the test the first time, you'd be a heck of a lot better off than saying, 'Okay kid, you've failed, but maybe if you're lucky we can jack you up so you can make it the second time.' Very few of the states have seen remediation this way—as a prelude to the testing process."

"Any time you label a child a failure, you're putting a burden on the child," said Ms. First. "My basic argument is: if we know how to remediate these kids, why aren't we intervening before we test them and fail them?"

Little Agreement

There is, in fact, little agreement about what constitutes good remediation, and little consistency in the kinds of remediation that states are funding.

Some educators argue that good remediation is basically the same as good instruction of any type—good teaching, good curriculum, and good staff development. Others emphasize the diagnosis of each child's problems on an individual basis, instruction geared to those problems or weaknesses, and constant reassessments of the child's progress.

Kim Marshall, director of curriculum for the Boston Public Schools, recently completed a paper on remediation for administrators in that school system. He concluded: "There is no one instructional solution to the remediation problem waiting to be found and implemented. . . . Unfortunately, the jury is out on that one. Probably, the most important thing is staff ownership and a school just buying into something and making it work."

Mr. Marshall and his staff compiled a list of the characteristics of effective remediation programs to include in their paper. "The striking thing about this list," said Mr. Marshall, "was that we put it together and then said, 'Wait a minute. This is what every effective classroom and teacher ought to be doing " all the time.

The problem, he added, is that for students identified as needing remediation, "It probably wasn't done the first time. If you were able to go back and do a case history of those kids, you would probably find that they were falling slowly further and further behind."

Mr. Marshall favors helping students with academic problems within their regular classes. Mr. Thomas, of South Carolina, argues that "the best remedial program is not during classtime, but is supplemental tutoring to the child outside of class hours."

Both agree that there is far too much emphasis on pull-out programs that remove small groups of students from regular classes during the school day. Some educators suggest that such programs can be counterproductive because they stigmatize students and cause them to miss regular class instruction in exchange for remediation, so that they are perennially behind.

'No Single Program'

"I can't imagine that there's a single Fanny Farmer remediation program that's going to work everywhere in the country," said Mr. Hodgkinson, "any more than there's a single college B. A. program that's appropriate."

Approaches Vary

As a result, states have taken a number of different approaches to remediation that are difficult to compare or evaluate.

Georgia's guidelines for state-funded remediation programs, for example, basically mirror those for the federal Chapter 1 program, said Lucille B. Jordan, associate state superintendent in the department of education. As in Chapter 1, remediation ranges from individual tutoring, to "pull-out" programs, to resource centers, to the additional assistance of classroom aides.

In Pennsylvania, remedial education with state funds varies just as widely, with some school districts offering pull-out programs, others offering after-school tutoring for a few hours several days a week, and still others hiring reading and mathematics aides to work with children within the regular classroom.

Kentucky plans to offer three levels of remediation for children in grades 1 and 2, said Diane M. Teasley, director for the unit of essential-skills remediation in the state department of education.

Children scoring only slightly below the mastery level on the statewide tests will be served by their regular classroom teachers, who will be provided with additional strategies for working with them. Children scoring moderately below the mastery levels will be helped by aides within the classroom. And children scoring substantially below mastery will be eligible for self-contained "transition" classes limited to 15 or fewer students.

Summer School

A popular form of remediation under the new state testing programs is summer school.

Philadelphia, for example, plans to offer a four-week summer school to students who scored poorly on Pennsylvania's new test, and will fund the program with state and Chapter 1 funds on a 50-50 basis.

Indiana and North Carolina plan to set up summer schools to provide most of their state-financed remediation. Louisiana parishes also conduct the majority of their state-financed remediation in this way, according to William A. Davis, director of the bureau of elementary education for the Louisiana Department of Education.

Officials in these states argue that summer is an uncomplicated time to provide remediation because nothing else is competing for students' attention. In addition, the supply of remedial teachers is less of a problem, since teachers are looking for summer jobs.

Moreover, research has found that without continued schooling, slower and younger children's academic performance regresses during the summer, according to Richard Culyer, a professor of education at Coker College in Hartsville, S. C, in an article on Chapter 1 programs. A study of 119 6th graders who were classified by reading ability found, for example, that during the summer poor readers dropped a full year in achievement, according to standardized test results.

But the biggest attraction of summer school may be its cost, according to Mr. Hodgkinson. "It's cheap and it suggests to the public that you've done something. But anybody who thinks that you can fundamentally convert a kid's self-image or his ability to think of himself as a student—one who can master math or language—in one summer is wrong. I think that's just really premature.

"The good college programs that work in English and math and are able to get a whole bunch of their students into the conventional track in a year are courses that take 9 or 10 months to complete," he added. "And, usually, there's a summer program beforehand. The thought that you can do in 5 weeks what colleges take 9 months to do is just unworkable."

Limited Accountability

In fact, states may have difficulty assessing what their various remedial efforts have accomplished. In most places where remedial programs had been set up in response to testing, there were few statewide standards governing either their design or evaluation, Richard Jefferson wrote in 1983 when he was a lawyer with the Center for Law and Education.

A study by the North Carolina Parent and Citizen Test Review Commission of the remediation available to students who failed to pass North Carolina's high-school exit test, for example, found that there was very little accountability or quality control.

The administrators surveyed by the commission overwhelmingly believed that funds for remediation were inadequate; remedial classes in half of the systems surveyed included learning-disabled, educable mentally handicapped, and regular students in the same class; and the curriculum in remedial classes was based heavily on the test itself, although most systems reported that even where there was a standardized curriculum it was not rigidly adhered to.

Ms. First said she does not expect to see a strong effort to evaluate districts' remediation efforts under the new testing programs.

"In places where there's a high political profile in relationship to educational reform and no resources for remediation, I think there will be a reluctance to evaluate very carefully," she said.

"Hopefully, in places where institutions have been thoughtful enough to provide funds, there will be an attempt to evaluate—although what is frightening, and I think unfortunate," Mr. First said, "is that by the time the data are collected and people begin to learn from their experiences, we will have lost a decade's worth or half a decade's worth of kids."

New York Adopts Technology Plan

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software—as Minnesota does through the Minnesota Educational Computing Corporation—we would work with the private sector to influence the development of their products to reflect our standards before they were actually marketed and produced."

State officials have also identified at least 18 pilot projects that address the full range of telecommunication capabilities. With $3.5 million in aid from the legislature, 44 "teacher-resource and computer-training centers" have been established. A $2.5-million increase in that aid, Mr. Benson said, will support another 10 to 15 such centers.

Over the past two years, the legislature has also approved $21.6 million for hardware acquisition and $22.5 million for software acquisition, Mr. Benson said. The education department is considering legislation that would provide an equivalent amount for the acquisition of software and hardware for postsecondary institutions, libraries, and other cultural institutions, he said.

In addition, Mr. Benson said, education officials have drafted proposals for $5 million to $7 million for planning, staff development, and hardware and software acquisition for low-wealth and minority school districts, and another $5 million to $7 million for planning and staff development in postsecondary and cultural institutions.

"A common tendency is to be enamored with the technology itself and buy the things and then find that it's difficult to integrate them effectively," Mr. Benson said. "Basically, we want to make sure the purchase of hardware, software, and other kinds of interactive telecommunication systems and technologies are targeted to specific student needs rather than to what happens to be on sale, in vogue, or next door.

"Careful thought," he added, "needs to be given to how technologies are applied to instruction, management, or any of the other functions in our institutions. In fact so careful that we think it requires a deliberate, comprehensive planning process."

For a copy of the learning-technologies plan, write to the Center for Learning Technologies, Suite 9A47, CEC, New York State Education Department, Albany, N. Y. 12230.

Recipients of Federal Asbestos Aid

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$233,780.69 in loans.
Hooker Public Schools: $89,459.64 in grants; $116,578.36 in loans.

Oregon: $274,097
School District #1-J, Portland: $126,570 in loans.
Sweet Home School District #55: $50,262.01 in grants; $97,264.99 in loans.

Pennsylvania: $4,042,134
Canon McMillan School District, Canonsburg: $93,446 in loans.
Coatesville Area School District: $94,806.20 in loans.
Erie City School District: $502,060 in loans.
School District of Haverford Twp., Havertown: $834,721 in loans.
Keystone School District, Knox: $154,994.84 in grants; $198,885.16 in loans.
Lake Lehman School District, Dallas: $7,401.32 in grants; $12,598.68 in loans.
Milton Area School District: $297,512.02 in grants; $378,809.98 in loans.
Oxford Area School District: $171,099.20 in grants; $193,185.80 in loans.
Port Allegany School District: $163,651.09 in grants; $166,720.91 in loans.
Selinsgrove Area School District: $298,217.19 in grants; $350,358.81 in loans.
Wilkes-Barre Area School District: $14,946.92 in loans.
Our Lady of Peace School, Clarks Green: $32,627 in grants; $32,627 in loans.
Visitation School, Norristown: $43,465 in loans.

Rhode Island: $484,000
Providence School Department: $484,000 in loans.

South Carolina: $309,215
Hampton School District #2, Estill: $3,327.03 in grants; $3,327.03 in loans.
Horry County School District, Conway: $10,511.54 in grants; $44,488.46 in loans.
Lancaster County School District: $110,999.93 in grants; $136,561.09 in loans.

South Dakota: $130,278
West Central School District #49-7, Hartford: $15,003 in loans.
Lead-Deadwood School District #40-1, Lead: $22,198 in loans.
New Underwood School District #51-3: $2,911.50 in grants; $2,911.50 in loans.
Sioux Falls School District #49-5: $57,254.89 in loans.
South Dakota School for the Visually Handicapped, Aberdeen: $15,000 in loans.
South Dakota School for the Deaf, Sioux Falls: $15,000 in loans.

Tennessee: $1,075,389
Marion County School Board, Jasper: $3,350 in grants; $3,350 in loans.
Memphis City Schools: $610,000 in loans.
Sullivan County Department of Education, Blountville: $173,056.48 in grants; $285,632.52 in loans.

Texas: $5,133,312
Houston Independent School District: $5,108,412.67 in loans.
San Angelo Independent School District: $3,298.83 in grants; $21,601.17 in loans.

Vermont: $368,845
Burlington Public Schools: $101,370 in grants; $101,370 in loans.
Hinesburg Elementary School: $7,256.01 in grants; $25,769.99 in loans.
Shelburne School District: $33,079.50 in loans.

Washington: $297,778
Anacortes School District: $80,696.65 in loans.
Richland School District #400: $199,082 in loans.

West Virginia: $427,362
Harrison County Board of Education, Clarksburg: $3,162.50 in loans.
Lewis County School System, Weston: $6,000 in grants; $6,000 in loans.
Logan County School System, Logan: $91,574.87 in grants; $95,625.13 in loans.
Wayne County Board of Education: $97,455.37 in grants; $127,544.63 in loans.

Wisconsin: $310,027
Eau Claire Area School District: $23,466 in loans.
Sacred Heart School, Eau Claire: $66,985.08 in grants; $111,300.92 in loans.
St. Anne Pariah, Milwaukee: $33,800 in grants; $33,800 in loans.
St. Patricks School, Elkhorn: $40,675.11 in loans.

Wyoming: $299,124
Laramie County School District #1, Cheyenne: $176, 027.91 in loans.
Laramie County School District #2, Pine Bluffs: $21,870.92 in grants; $38,666.22 in loans.
St. Joseph's School, Rawlins: $10,148.01 in grants; $52,410.99 in loans.

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